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SARAH LAWRENCE COLLEGE

New York.

SARAH LAWRENCE COLLEGE

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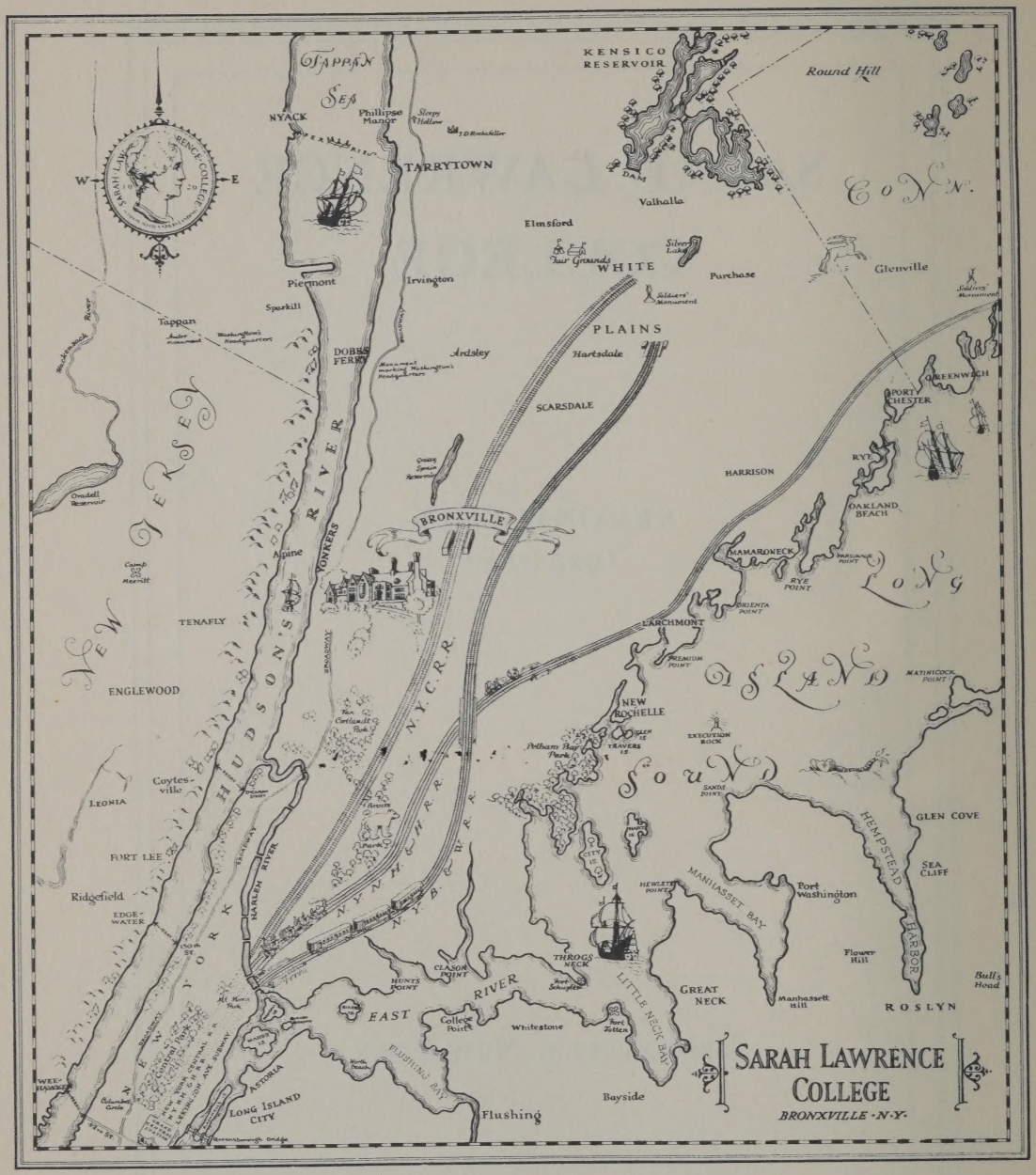
SECOND YEAR
1929-1930

BRONXVILLE, NEW YORK



MAP OF WESTCHESTER COUNTY

Showing Bronxville, the seat of Sarah Lawrence College

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1929-30

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A Detail of the Administration Building

Statement by Dr. Henry Noble MacCracken

Chairman of the Board of Trustees of
Sarah Lawrence College

Higher education in America has two aspects, the cultural and the professional. These are not mutually exclusive—one may precede or accompany or follow the other. It is desirable but not indispensable that a professional worker should have a cultural training. It is no less desirable that the individual whose walk in life is not professionally organized should have a cultural training and at least some inkling of what constitutes professional standards. The American four-year college offers an opportunity of securing both of these desirable results.

With the growth of population and of prosperity, the number desiring such privileges is increased. As a result the colleges have been enabled to raise their standards and to limit the number of students admitted. These steps, however, have not reduced the number of those applying for entrance and it is apparent that educational registration is cumulative. Most college graduates stimulate others to seek the same advantages which they have had.

Among those stimulated are many young persons who have no intention of professional life but who are very eager for the cultural advantages of higher education. With the two upper years of the college course tending more and more to a professional quality of work, their interest is centered mostly in the advantages offered in the two lower years. Yet it is obvious that the college organized to give advanced work is handicapped

when many students leave at the end of the first or second year. The demand for registration on the part of such students leaving at the end of two years keeps out students who could profitably enjoy four years of college.

To cope with this situation the new type of junior college seems warranted as an experiment. Most junior colleges hitherto have been institutions supplementary to the public education system, giving certain collegiate advantages to students unable to leave the city where their high school education has been finished, or else have been supplementary to the state university, reducing the number of applicants and sending the more serious-minded students to their upper years in the central faculty. Junior colleges of this type exist for the most part in the Central West and Pacific districts. For the East, the junior college purely of the cultural type, devoted to meeting the needs of those who desire two years of college work and organizing its curriculum along the lines of progressive education, may prove to be the most helpful addition to the institutions of higher learning.

Such, at least, is the faith of the trustees of Sarah Lawrence College. The new institution was not founded without a careful survey of the school situation throughout the country and without some knowledge of the registration figures at the colleges for women. While the number admitted at Sarah Lawrence College each year will not seriously diminish the applications of those who wish to enter college, yet the plan may point the way to a solution, rendering the American system of education more flexible and better adapted to the interests of the American student.

Sarah Lawrence College will not be a vocational school or a finishing school. Its aim will be to give two years of college work of the quality equal to that of the best colleges for women so far as concerns the standard of scholarship, the method of instruction, and the satisfaction by examination of the completion of courses. It will differ from the vocational school in that its primary purpose will not be to increase the earning power of its students; it will differ from the additional years of school in that its cultural aim will be larger in scope and maturer in method; it will differ from the four-year college in that it will provide a cultural training only and that the method used will be that of training rather than of research.

There will doubtless be students who, having received this training, will wish to progress in knowledge to the professional stage, and it is in view of this that the authorities plan to meet any tests that may be required by colleges of the highest class in admitting students of the Sarah Lawrence College to upper years. It is hoped that such students will feel advantaged rather than handicapped by their years of residence in the junior college; with a curriculum more closely fitted to individual needs, and with care put on the process of learning rather than upon the transmission of knowledge, they should be all the better fitted to work in a senior college.

In the field of the fine arts Sarah Lawrence College, through its situation near the center of music and art, — New York City, — should offer special opportunities; and while the courses of study in these fields, as in others, will not be primarily those of the conservatory or the art school, yet the junior college plan offers opportunity for greater concentration

in these fields in the earlier years than does the four-year college. In this plan, also, the native language is treated primarily as an art of expression. The foreign literatures will follow this method, being studied chiefly as spoken languages and for literary influence. In natural science, the course will be descriptive and informational rather than experimental. An adequate background for more advanced work will be given, and an understanding of the chief scientific generalizations will be sought.

Prince George Cottage, Faculty House

Statement by Marion Coats

President of Sarah Lawrence College

Much of what is done in universities today is what was done at the time universities were first founded. The avowed object is still the same—to add to the company of the world's scholars; and given the same human material to work on, the process of training scholars, which has been effective for the past fifty years, is productive of equally fine scholarship today. This process involves careful and accurate analysis of data presented, the evolution of a system of deductive and inductive reasoning which renders logic a tool of invariable reliability, and the regarding of causes and effects as constituting linear systems of absolute certainty. It implies a universe which is homogeneous throughout, the only possible question being the extent to which current knowledge has mastered the relations holding between parts of that universe. Some of those who are suited to this training become, on graduation, research workers with rare technique; and the effectiveness of their labor is evident in the strides which science has made in a period of time coextensive with the marked growth of the college. We have been concerned in building a great nation along lines of commerce, business, finance. The research worker has been essential to this progress and we have cherished the sort of university which could produce laborers of this kind.

Of late, certain facts have led us to hesitate, to question, not so much the worth of a university education as it is, but whether there are not other domains which could be, and

which need to be examined, and with which the universities do not as yet deal effectively. The demand for higher education has multiplied the number of applicants at our college doors. More and a greater variety wish to go to college today. And numbers of these, although worthy of "higher education," are not constitutionally fitted to become research workers. The methods of selection before entrance and the philosophy of education within the university do not provide for these seekers after the larger life.

Moreover, we are increasingly aware that rapid as our scientific advance has been, there are needs which it can never meet. Its failure to discover panaceas for our ethical, religious and social difficulties is conspicuous. Even in the field of psychology, which offered largest promise of success, the reduction to the status of an exact science, while increasing its usefulness in certain directions, has rendered it powerless in others—and pseudo-sciences under the name of psychical research have sprung up and threaten to travel the same path; suggestive and illuminating up to the point where they are admitted to the field of exact science, they follow a fixed orbit from the point where they are drawn into the system.

We are in need of a new technique—not of fact but of value, and it is the obligation of the modern university to devise this technique. Its basis will be not the rational and precise thinking characteristic of growth in science—but an establishment of the rules of validity in the realm of appreciation, of aesthetic judgment, of cultivated taste. The latter phrase is too often taken as synonymous with wealth, and divorced from the practical affairs of life. But just so soon as the bearing of good

taste on the ills of practical life is recognized, at that moment will its study become meat for university courses—and that moment seems to have arrived. Ancient moral categories have broken down—the "ought" no longer has authority. Our most serious problems are such as can never be solved scientifically or legally.

The American college, which is the child of the English college, has derived its ideals from the university instead of adapting itself to the actual needs of the students of college age. Our American civilization is so varied that there will always be place in it for colleges of such heredity; but among our educational facilities, there must also be colleges of other types, fashioned to meet quite different and diverse requirements. These new colleges should study carefully the peculiar aptitudes and interests of students as they graduate from high school, and should rebuild college programs to conform to the facts disclosed by such studies.

Especially must the modern American college retrace its path a bit and pick up a thread lost when scientific interest, by its very success in important directions, absorbed the attention of makers of the curriculum. What can a college of liberal *arts* accomplish? This does not mean a surrendering or a neglect of the scientific and the rational, necessary as tools and as sign posts. But in due proportion, keener powers of appreciation must be developed and canons of good taste, more uniform and of indisputable authority, must be set up. It is senseless to cry out that taste is an individual matter, and cannot be made to conform to a pre-determined pattern. We have seen the impress of bad taste repeatedly in modern society. We know the foun-

dations of it are laid in a desire for excitement and an instinctive recognition of the lurid and striking. These are *primitive* characteristics; to blame those who find pleasure in them is unscientific. The facts should be taken rather as symptomatic of the disease in education—an atrophy of the powers of appreciation—due to the neglect of colleges which subordinate a craving for beauty to the public interest in such research as is paid for by material success.

As a matter of fact, training in appreciation is much more suitable to the age of the college student than is the emphasis on ratiocination. It is a well proved fact that genius, when it burns at all, burns young; that if it is not given opportunity, it chokes and never burns at all. Reasonableness, on the other hand, is a product of experience and comes with age. The order which we have tried to impose on our college youth is the reverse of natural. While we are attempting to form research technique, for which few are really suited, the many are engaged in primary tastes untutored which get their persuasive quality from the force of their originator rather than from his qualifications as an authority. Much earlier in the education of our youth, we must begin to stress beauty, to define harmony, to teach that evil in all its forms is unbeautiful, and can best be recognized from this angle. The failure of the colleges to recognize this need is not wholly theirs, but is due in part to the fault of the age—the mania for speed. Science and speed are synonymous—the rapidity with which ions travel, the ways in which distance is eliminated, the conquests over time itself, have placed a premium on speed. Appreciation, the art of living beautifully, an understanding of the underlying sig-

nificance of the "facts" of life, require leisure—and this we have not. A college curriculum which is not over-crowded is considered meager in its offerings. Activities which are recognized as vital parts of a student's education are called "extra-curricular" and are officially relegated to the "spare" time which a student never finds. In consequence these activities encroach on the "academic work" and professors are embattled in the cause of classic education, while students, untrained for the task, steer the course of such activities or themselves employ "Coaches" whose interests, by that fact, are in recognized opposition to the avowed purpose of the college.

The modern college must align its interests, must return to a more leisurely and considered regimen, if "higher education" is not to dash itself to pieces. Such a simplification of interests cannot take place within the single college—it is to be brought about by diversifying the types of college broadly. Let the old and established colleges abide by their time-honored task, and let them select their students wisely and well, continuing to refuse to yield an iota to the claims of those who have students to present, "worth higher education" but who cannot justify their claim to such education in the time-honored way. But let such new funds as may be available go to the founding of new colleges of different types and for new purposes, rather than to the swelling of the assets of colleges already too large and too complex for the business of a leisurely and orderly training of youth.

A conspicuous place in the program of one such new type of college will be given to the fine arts, for in such studies the technique of appreciation approaches standardization, incom-

prehensible as it often is to the layman. Accepting the fine arts as indicative of the direction, media and process to be considered, a re-molding of the subject-matter of education must take place. We must discover how to apply by analogy the laws which have been found useful and mutually similar in music, art, drama, to ethics, religion, sociology. The fine arts must be rescued from extra-curricular subjects, for which extra fees are charged, and made accessible to all students. If any subjects are to be "required" in this new sort of college, they should be chosen from the field of fine arts, not that many pupils with very great talent will be there, nor, alone, that those may be discovered who have not hitherto shown supreme talent but are now found to have special ability worth developing. The majority will be those who wish to provide themselves means for enjoyment and appreciation throughout life.

Strength and fineness of character are in some way intimately connected with cultivated powers of appreciation. An understanding of the nature of that connection and an extension of its practice will go far toward the cure of many of our social ills.

First Dormitory Group

The Aims and Offerings of Sarah Lawrence College

Sarah lawrence college offers to high school graduates a course collegiate in character but of a type which differs radically from that given in the major colleges. It is intended for two classes of students:

I. For that student who is recognized in her Preparatory School as best in spirit, influence, social contribution and leadership; whose goal is sound scholarship rather than high academic rating; and whose major interest is in group activities.

II. For that student who shows marked aptitude for and interest in some particular field of academic or professional work.

The aims of the course are three-fold:

1. To graduate women in whom intellectual interest has been so stimulated that it will continue as an animating principle throughout life.
2. To graduate women whose experience in group activities has shown them the value of cooperative effort, so that either they become fruitful as leaders, or skilled in rendering intelligent support to the effective leadership of others.
3. To graduate women who have experienced the value of leisure and whose varied interests insure the profitable use of whatever leisure time shall be theirs.

The awarding of the diploma will be conditioned by:

a. Mastery of certain courses of study;

b. Creditable achievement in group activities;

c. Records showing profitable use of time set aside in the daily schedule for leisure.

Entrance Requirements

Students desiring to enter Sarah Lawrence College are asked to submit the following credentials:

1. Initial Application Blank, together with fee of $20 to cover costs of investigation of credentials.
2. Personal Record Blank, to be filled out by the student.
3. Parents' Application Blank to be filled out by the parents or guardians.
4. Academic Record and Recommendation Blank, to be filled out by the School Principal. The Academic requirements are 15 units of secondary work of a quality and a kind acceptable to the Preparatory School for graduation. There is the further requirement that the student shall have shown special promise either (1) by significant efforts in an "extra-curricular" activity or (2) by marked ability in an academic subject or in the Fine Arts.
5. Scholastic Aptitude Test.

Since examinations in specific subjects are not required for entrance, the amount and complexity of the other data asked for is greater if the process of selecting candidates from the applicants for admission is to be just and to the mutual advantage of the candidate and the College. Blank forms to be filled out may be secured on request to the Secretary on Admissions of Sarah Lawrence College. Permission to take the Scholastic Aptitude Tests must be obtained from the College, and will usually be given only to those students who have submitted credentials satisfactory in all other respects.

Faculty and Board of Examiners

1928-1929

OFFICERS OF ADMINISTRATION

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Secretary on Admissions: Audrey Booth
Director of Residence: Helen Woodward
Assistant in Residence: Sybil Stearns
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Directors of Health: Helen James, Mabel Wylie Kelley
Librarians: Dorothy A. Doerr, A.B., Ermine Stone, A.B.
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Assistant Nurse: Catherine Hart
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BOARD OF EXAMINERS

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Director of University Admissions, Columbia University.

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President of Vassar College and Professor of English.

Marian P. Whitney, Ph.D.
Professor of German on the John Guy Vassar Foundation.

Mabel Newcomer, Ph.D.
Professor of Economics, Vassar College.

Entrance to Sarah Lawrence College

Annie Louise Macleod, Ph.D.
Dean, College of Home Economics, Syracuse University.
Winifred Smith, Ph.D.
Professor of English, Vassar College.
Sophie Chantal Hart, M.A.
Professor of Rhetoric and Composition, Wellesley College.
Ralph Monroe Eaton, Ph.D.
Assistant Professor of Philosophy, Radcliffe College.
Abby Howe Turner, Ph.D.
Professor of Physiology, Mount Holyoke College.
Osmond T. Robert, B. es L.
Professor of French Language and Literature, Smith College.

George Walker Mullins, Ph.D.
Professor of Mathematics, Barnard College.
Margaret Millicent Carey, Ph.D.
Instructor in English, Bryn Mawr College.
Wilfred A. Beardsley, Ph.D.
Professor of Romance Languages, Goucher College.
Frances B. Blanshard, M.A.
Associate Dean of Women and Instructor in Philosophy, Swarthmore College.
Frederick J. Manning, Ph.D.
Associate Professor of History, Swarthmore College.

FELLOWS

Josephine Barclay, A.B.
Community Government
Beatrice Bishop, M.A.
Psychology, Sociology
Richard Burton, Ph.D.
Literature
H. Sarepta Bowman, M.A.
History
Amy Ferris Briggs, A.B.
History of Art
Herbert Brucker, A.B., B.Litt.
Publications
Twila Lytton Cavert, M.A.
World Literature, Social Service
Avis Bliven Charbonnel
Piano, Ensemble, Appreciation of Music
Marion Coats, M.A.
Philosophy
Ethel Louise Coe
Art, Director of Art
Margaret Cosse, M.S.
Publications (Business Management)
Beatrice Doerschuk, A.B.
Psychology
Evelyn Dutton
Dancing
Robert G. Eberhard, B.F.A.
Helen Evans, M.A.
History
Fredericka Pisek Field, A.B.
Creative Writing
May Gadd
Dancing
Margaret Carter Gibson, A.B.
Psychology
Remee Gilligan
Dramatic Art

Esther Gustafson
Dancing
Lillie V. Hathaway, Ph.D.
German
Clifford Sellers Henderson, A.B.
Voice Technique
Helen C. James
Health Education
Alice Joy, M.A.
Mathematics
Polyxenie Kambouropoulou, M.A.
Psychology
Helen Merrill Lynd, M.A.
Sociology
Anita Marburg, Ph.D.
Economics, World Literature
Gardiner H. Means, M.A.
Economics
Lois Barclay Murphy, B.D.
Religion
Arthur Huntington Nason, Ph.D.
American Literature
Marie Nichols
Violin, Orchestra, Director of Music
E. H. C. Oliphant, M.A.
Modern Drama, Shakespeare
Harrison Potter
Piano, Chorus, Musical Theory
Germaine Tallandier Reni-Mel, M.A.
French
Margaret Scolari, M.A.
Italian
Pearl Secretan, A.B.
French
Anita Lawrence Simpson, A.B.
Spanish
Harriet Colfax Sleight, B.L.I.
Dramatic Art
Marion Lewis Smart, M.A.
Zoölogy
Henry Powell Spring, Ph.D.
World Literature
Jerome Swinford, A.B.
Voice
Donald Tewksbury, M.A.
Oriental History
Paul Velucci
Piano
Anna West, A.B.
Elizabeth Zane
Dramatic Technique

FACULTY APPOINTED FOR 1929-1930

Theodora Mead Abel, Ph.D.
Psychology
Ethel Duffy, Ph.D.
Psychology
John T. Baker, A.B.
Philosophy
Hasler Capron
Dramatic Art

A Shady Spot on the Campus

Lois Clarke, A.B.
Librarian
Alfred Dashiel, A.B.
Publications
Fredericka Fales, A.B.
Oriental History
Grace Fox, M.A.
History
Katherine Ingersoll, A.B.
Librarian
May Hall James, Ph.D.
Sociology, Economics
Lucie Giles Jowers
Art
Mildred Little, M.A.
Drama, Poetry
Margaret Malcolmson, A.M.
Director of Leisure
Sarah Passmore, A.B.
Botany
Florence May Warner, Ph.D.
Literature
Esther Welch
Secretary to the President
Mary Miligan
Assistant to the Bursar

Requirements for Graduation

There shall be required for graduation:

I. Six courses selected from the following groups:
   First Group: The Arts.
   Second Group: Foreign Languages.
   Third Group: Natural Sciences.
   Fourth Group: Social Sciences.
   It is advised that the courses selected have a strong inner relation to one another, so that in a sense the student will be working in a single field—that of her major interest.

II. To be selected from a fifth group as follows: two courses, *or* one course to be continued through two years by students engaged in the corresponding group activity.
   Seminar in Ethics and Government (Community Government).
   Seminar in Sociology (Social Service).
   Seminar in Hygiene (Athletics).
   Seminar in Solfeggio, Sight Reading, Choral Music.
   Seminar in Journalism (Publications).
   Seminar in Orchestral Methods (Orchestra).
   Seminar in Dramatic Technique.
   Seminar in Pianoforte Music (Ensemble).
   Seminar in Art (Art Club).

Tower Hall

Courses of Study: 1929-1930

FIRST GROUP: *THE ARTS*

Art:

Painting, Design, Sculpture — Miss Coe, Mr. Eberhard, Miss Jowers.

Literature:

Creative Workers in the Field of Letters—Dr. Burton.
World Literature—Dr. Warner.
Shakespeare—Dr. Warner.
Modern English and American Drama—Mr. Oliphant.
Modern Drama—Miss Little.
Modern Poetry—Miss Little.
American Thought and its Development—Cultural, Political, Religious—as Embodied in American Poetry and Prose—Dr. Nason.
Browning—Miss Sleight.

Writing:

Creative Writing—Mrs. Field, Miss Liddel.

Music:

Violin—Miss Nichols.
Piano—Mme. Charbonnel, Mr. Potter, Mr. Velucci.
Voice—Mr. Swinford.
Musical Theory—Mr. Potter.
History of Music—Mme. Charbonnel.

SECOND GROUP: *THE FOREIGN LANGUAGES*

French:

Intermediate French—Mrs. Simpson.
Modern French Novel, Modern French Drama — Mme. Reni-Mel.

Poetry: Romanticism; Realism—Mme. Reni-Mel.
Survey of French Literature—Miss Secretan.
(From 1765 until today, with emphasis on the Novel.)

Spanish:
Beginning Class—Mrs. Simpson.
Intermediate Class—Mrs. Simpson.

Italian:

German:

THIRD GROUP: *THE NATURAL SCIENCES*

Zoölogy: Mrs. Smart.

Physics: Miss Joy.

Mathematics: Miss Joy.

Botany: Miss Passmore.

Psychology:
General Course—Miss Doerschuk.
Laboratory Psychology, Psychology of Esthetics } Dr. Abel
Child Psychology, The Psychology of Thought } Dr. Duffy

FOURTH GROUP: *THE SOCIAL SCIENCES*

History and Geography:
The Progress of Peoples (Modern Period)—Miss Evans.
Modern European and American Biography—Miss Bowman.
High Tides of the World's History (Beginning)—Miss Fales.
Oriental History—Mr. Tewkesbury.
The Development and Significance of Nationalism—Miss Fox.
Human Geography—Mrs. Bingham.

Economics: Dr. James

Sociology: Mrs. Lynd and Dr. James
Philosophy:

The Means of Attaining Truth
A Philosophy of Art } Mr. Baker.

General Information

The Academic Work—The number of resident students will be limited, purposely, to two hundred and fifty, of whom only two hundred will be accepted for the year 1929–1930. Although the amount of work required for graduation is definite in amount and in quality, each student will progress at her

Gilbert Hall

own rate of speed. Group meetings for each course of study may be called once each week, but the bulk of the work is done by each student independently and in conference with the faculty. At the beginning of the year, placement tests are given to determine as exactly as possible the field in which the student's greatest power has been and the weak elements in her background which need reconstruction. At the same time she is given a conference with an expert in vocational guidance, who advises her as to the most promising possibilities based on family occupations, her personal tastes and interests, her customary use of leisure time; her hopes, fears, expectations; habits; philosophy of life; social assets and liabilities. Opportunity is given later in the course for conference with the same adviser to check up on the steadiness of the interests expressed in the first interview, and to see what effect, if any, her college work has had on her vocational preferences.

Each student is assigned to a Fellow with whom she has an hour's conference each week. At the first formal conference of the year, the student will be given the diagnosis of her status, together with the prescriptions for the complete course leading, in her case, to graduation. At the same time she will receive the syllabus for each separate course of study, in which successive goals will be clearly designated. She will be given a chart on which the graph of her progress in each course can be indicated as the year proceeds. Finally with the help of her Fellow, she will prepare a budget for the use of her time, and will keep a record each week to show how nearly she has lived on the budget, until such time as her counsellor shall judge her self-reliant.

If the preliminary tests show weakness, the student will be given special drill in rapid reading followed by tests; instruction in how to study, with note taking followed by individual conferences on the notes taken; drill in the elements of mathematics and English; daily themes with daily conferences on them. This drill will be continued, until the student shows mastery in the fields indicated.

Monthly and semester reports of the usual type will not be given, but twice each year a general report covering the student's progress will be made to parents and guardians. In general, only two grades are used—C denoting mastery in a field, and D denoting incomplete work. Ambitious students who complete the minimum requirements of a given course in less than the specified time may take on additional contracts of A or B grade and so work for a diploma Cum Laude.

The Junior College Course is not intended for students who expect to take the full four-year college course, but rather for those students who desire two years of liberal arts work as a preliminary to further training in special professional or technical fields. Consequently the course at Sarah Lawrence College does not correspond, credit for credit, to the work offered at any one four-year college. However, if it happens that students become interested anew in academic work and therefore desire to continue to the A.B. degree, transfer with advanced credit may be arranged with certain colleges and universities. Such students will be required to take special examinations, prepared by an Examining Board.

The Examining Board consists of members of the Faculties of neighboring four-year colleges and universities. This

The Administration Building, w

Class Rooms and Laboratories

Titsworth Hall

Board will set all written examinations marking the completion of courses of study at Sarah Lawrence College and will give comprehensive oral examinations to all students who are candidates for recommendation for advanced credit at other colleges and universities. This Board will stand, in a way, as guarantee of the collegiate character of the academic work done.

In response to a demand for more advanced courses in subjects being taken here, the College will accept a certain number of its own graduates for a third year of intensive work, beginning in 1930.

The Faculty—The Faculty fulfills the academic essentials for college posts. They will have completed the work for the A.B. degree plus a year of graduate work, or the equivalent in professional training. Greatest care is being exercised to select Faculty outstanding for qualities of leadership and marked teaching ability as well as of sound scholarship. The good teacher works with his students, passing easily over departmental lines in the pursuit of knowledge and skill pertinent to his interests. Consequently departmental lines will not be observed in this college. We shall have teachers of students rather than of subjects, to be known as Junior and Senior Fellows. It is expected that each member of the Faculty will assume responsibility in connection with group activities and in counselling, as well as for academic subjects.

The Fine Arts—Students with talent in the arts are given special consideration at Sarah Lawrence College. We recognize the need for continuous practical work, and opportunity for such is provided in the studios under picked artists.

The Music Department of Sarah Lawrence College aims, first of all, to give to its students a thorough training in fundamentals — both technical and musical — and to stimulate and encourage the love of good music in the entire student body. The personnel of the Faculty makes it possible to train all grades of pupils, from the merest beginners, to those intending to make music a profession, and for the latter a special course will be arranged giving them besides the necessary hours of practice the study of musical theory, ensemble, and one or more academic subjects, thus combining serious musical study with the normal activities and companionships of college life.

Through ensemble classes, chorus and orchestra, every opportunity will be given the students to have some part in the musical activities of the college, thus helping to make music a vital factor in the college life. Those wishing to make a serious study of musical theory will be given the opportunity, and for those desiring the general knowledge of musical form, history and literature so essential for the intelligent enjoyment and understanding of music, a comprehensive course including illustrated lectures will be given.

The hearing of good music will be encouraged both by artist and student concerts in the school and the attending of notable concerts and operas in New York. For those students desiring the inspiration of criticism and coaching from some of the eminent teachers in New York, arrangements will be made for several lessons during the school year in addition to their regular course of study.

The Art Department—This department proposes to offer to its students well directed art practice and to aid them in conquering difficult problems in the variety of mediums in which Art is expressed. There will be special emphasis in the appreciation of beauty and good taste which will achieve harmony and rhythm in compositions of line, form and color, and raise the standard of life itself. The pupil does not rely on the eye and good taste only: she must analyze the cause of a work of Art and learn to construct with method and discipline, which, when combined with imagination and creative vision, will produce results of value which cannot be bought but must be won. She is led to understand that, in all research, ideas are the principal objects. Among the works of man, the work of Art

Sheffield Hall—The Music Studio

seems more than any other a matter of chance. One is tempted to believe it is born of adventure, appearing by accident, while in reality it is the imagination which produces individuality. The invention of the artist appears spontaneous, as capricious as the winds that blow; nevertheless we learn that like the wind that blows, all has its precise order and fixed rule.

By many pilgrimages to the Metropolitan Museum, the taste of the student will be helped to feel the beauties of the Old Masters. Visits to the exhibitions of Contemporary Art will be encouraged. There one may judge of the triumphs of the Modern Masters—which can well take place beside the great achievements of the past.

"Nothing can come of nothing; he who has laid up no material can produce no combinations."

Dramatic Arts Department—The purpose of the Department is twofold; it is cultural and also vocational. In the first place, taste must be stimulated as the initial act in the evolution of the embryo speaker, so that a study of literature must ever be a primary function of the department. An appreciation of the best things in art and literature must be created. The appreciation of literature is by no means a simple matter, since it is not the ability to read, nor even the power to criticise or follow rules, that is required, and it may even be destroyed by too minute a study of the text. Broad, sympathetic appreciation of the printed page occurs only in a mind full of curiosity and interest in life. Consequently, such a cultural process must rouse the mind of the pupil, will kindle the imagination, and may awaken the dramatic instinct which interprets words in terms of action. Moreover, there must ever be present the genuine play spirit, leading the student to enjoy reading and speaking. She must abandon herself—not blindly nor riotously, but with gladness—spontaneously and genuinely.

From a vocational point of view, it is the aim of the department to teach its pupils to find expression through bodily action, the spoken word, or the written word, as circumstances demand. If the initial and cultural task has been well done, the second aim is more easily accomplished. The use of the pantomime early in the course becomes a reasonable avenue for expression, where the story is revealed through bodily action alone, without vocalization. In this way self-consciousness is most easily overcome: under the pressure of the imagination, the whole effort of the mind is centered on the coordination of action with the thought to be expressed.

When the element of the spoken word is added, it is the aim to give complete control of the specific organ of speech through correct breathing and through power over changes of pitch and inflection which give speech melody. The technique of speech quality, speech rhythm and speech dynamics is taught.

Finally, the department aims to give its students power over the written word. Expression is homogeneous and belongs to the written page, as to the voice or to bodily activity. Accordingly, as a last step, the department aims to teach its students the art of expression through writing.

In all this work, the qualities of ease, of naturalness, above all, of enjoyment, are sought.

Group Activities—Since the aims of Sarah Lawrence College are broader than those characteristic of the usual college, the authorized curriculum can be more varied. This accounts for the prominence given here to student interests, in recognition of their vitalizing effect on all college work. The "education" of the college student continues beyond the walls of the class-room and is most effective at the hands of the "group." The haphazard management of "extra-curricular" activities, characteristic of nearly all colleges the greater part of the time, is poor preparation for effective group participation and potential leadership later in life. It should give place to provision for study and performance of these activities as a part of the organized course. Such activities are invaluable in disclosing hitherto unsuspected power in the student, giving her a taste of executive work, developing in her trained capacity for rendering specific service to her community, and teaching

her to subordinate personal preferences to what is desirable for the group. Moreover, much of the curricular work is done in the light of external authority; but life on the level of group activities is not so authoritatively established. The student may explore various areas of interest; practice alone will discover to her which of her judgments are sound, and what rights, duties, privileges, responsibilities belong to her by virtue of her membership in a group. She will learn how to select a leader wisely and then to follow her — the only intelligent obedience to authority. If she discovers a capacity for leadership in herself, her experience will show that the prestige of office is dearly bought; for the leader sacrifices individual freedom of action. Gratification can be found only in the realization of work well done: opportunity for great usefulness, not large personal gain, is the highest possible form of satisfaction.

The services to the college of these activities are many. Especially are they valuable as organs of public opinion in the most important phases of our common life; the force of public opinion of students within the college is a powerful educative instrument. A more effective fusion of this force with the ideals and objectives of the administration is achieved in group activities where both elements are at work. Also by the recognition of these activities, there are assimilated into the life of the college, forces which would otherwise threaten to consume time and interest, and which might under other conditions have run counter to the best good of the community. Moreover, the group activities make valuable contributions to the interest and pleasure afforded by the life of the college.

Wayside, the President's Home

The essence of the activity is that it shall not be prescribed but shall be a free elective, and shall be carried on in ways determined by the students themselves. The girls are urged to build up the most stimulating and significant group activities which their wisdom and ingenuity can devise. A faculty referee is appointed for each activity, not to deprive the students of initiative and independence, but to suggest techniques for the handling of difficult problems and to act as liaison officer between the activity and the other offerings of the college. Also, the referee represents the faculty on the committee which estimates the total achievement of all candidates for the diploma.

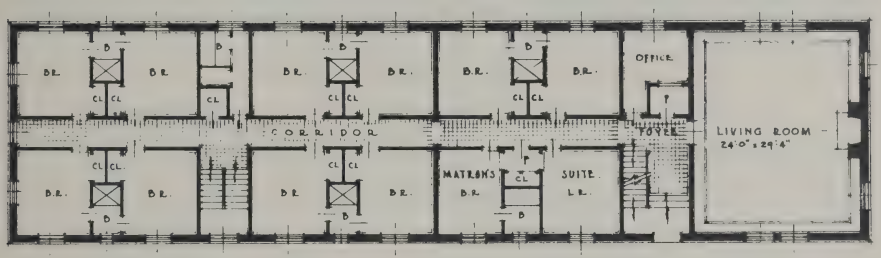
Each student selects one activity. The core of each activity is a two hour seminar, held weekly, in which the fundamental principles of the activity are discussed and plans for the laboratory work of the activity are formed and authorized. The seminars are conducted as conferences usually, but by a student-member of the group.

Since the group activities are here a part of the curriculum, they are financed not by the assessment of dues, but by means of a laboratory fee. The fee for each activity is the same as that charged for any laboratory science.

Schedule—The adoption of the English plan of work with less demand on attendance in class involves also the adopting of the English plan of continuous residence during a term in order to make the plan effective. Frequent absence from college is an interruption to serious work and is detrimental to the morale of the group. The variety of the work offered at Sarah Lawrence College and the proximity of the college to New York City with its advantages, obviates the need for frequent change. Consequently it is expected that students will rarely be away from college over night. The work of the college is arranged over a six-day period, the mornings being devoted to academic work and the afternoons and evenings to group and leisure-time activities. Many day trips of an educational character are planned, and parties will be made up for concerts, opera, and the theatre whenever desired.

Buildings and Grounds—The nucleus of the college is Westlands, Mr. Lawrence's own residence. This building is admirably adapted to purposes of Administration and Instruction. The building program will extend over a period of three

years. Five dormitories are to be erected in all, named for the five members of the first Board of Trustees of the college. Dudley Lawrence, Titsworth, and Gilbert Hall were erected ready for occupancy in October, 1928. These dormitories consist largely of single rooms, arranged in suites of two with a small private bathroom between. Each room is furnished with cot-bed, bureau, desk, book case, easy chair and straight chair. Students may supply window draperies and rugs at their own desire. It is the plan to house together students with com-



First Floor Plan: *Dudley Lawrence Hall*

mon interests. Additional dormitory space is much needed and will be added as funds are secured. Rooms will be assigned, in the order of application, in the August preceding entrance.

Tower Hall houses the Assembly Hall, Art Studios, Science Rooms, Refectory, and Heating Plant. The Sheffield Studios are for the use of the Music Department and are named for Mrs. Amelia Sheffield, whose generous gift of a music library contributed substantially to the assets of the Department.

Other construction included in the original plan provides a building for student interests containing a large auditorium, a swimming pool, and activity rooms of various kinds, a chapel

and library. These buildings will be erected as speedily as funds and growth in numbers warrant.

Especial attention is being given to the development of the grounds. Mr. Lawrence's desire for beauty in the physical equipment of the college is being realized as far as possible.

Non-Resident Pupils—The college was given to Bronxville by Mr. Lawrence in the hope that it might meet the needs of all Westchester County. Consequently special thought and care will be given to non-resident students. They will have a special Dean, and a suite of living rooms will be set aside in the Administration Building for their use.

Expense

1. Tuition in Academic Subjects	$ 600.00
2. Residence	1,000.00
3. Laboratory Fees, each course	30.00
4. Fine Arts Fees	300.00
5. Studio Fees, each course	20.00
6. Trip Deposit (see note 6)	100.00
7. Application Fee (not returnable)	20.00

Notes

1. The charge for tuition and residence is payable as follows: a deposit of six hundred dollars ($600) upon notice that the application is accepted, to be forfeited if for any reason withdrawal occurs after August fifteenth; five hundred dollars ($500) on entrance; five hundred dollars ($500) February first. For non-resident students, four hundred dollars ($400) is payable on notification of acceptance, and two hundred dollars ($200) on February first.

2. For any student in residence for the second semester only, the charge is nine hundred dollars ($900); for a non-resident student four hundred dollars ($400). For a student entering for less than a complete semester, the charge is pro-rated on the basis of this note.

A View of Some of the Dormitories

3. When space is reserved, the arrangement is understood to be for the entire year; but the college reserves the right to drop from its register at any time a student found to be out of sympathy with the spirit of the college, whether she shall have broken formal rules or not. No rebate will be made for absence or for removal from college before the close of the college year, except by special vote of the Committee on Administration. The date of withdrawal is reckoned from the time the college receives written information to that effect from parent or guardian.

4. Infirmary and book charges will be rendered at the end of each term.

5. Bills for laboratory and Fine Arts fees will be payable in advance at the beginning of each semester. Fees for group activities, usually levied as "dues," are here considered Laboratory Fees.

6. The deposit for trips of an educational character will be used on demand by the student. Any balance remaining at the end of the year will be credited to the student's account, and the balance refunded when the account is closed.

A Corner of the Tennis Courts

7. The application fee is intended to cover the cost of investigating the student's credentials. Even though the application is not accepted, the college is at considerable expense in arriving at its decision. For this reason, this fee is not returnable in any case.

8. Infirmary charges vary in proportion to service required. The room fee is three dollars per day. All special diets must be served at the infirmary, at an additional cost of a dollar a day.

Calendar 1929-1930

Registration of New Students: Monday, September 30, 1929.
Registration of Returning Students: Wednesday, October 2, 1929.
First Term of Academic Year begins Thursday, October 3, 1929.
Thanksgiving Holiday.
Christmas Recess begins Friday, December 20, 1929.
College Reopens Monday, January 6, 1930.
Semester Reading Period: February 10–14, 1930.
Spring Recess begins Friday, March 21, 1930.
College Reopens Wednesday, April 2, 1930.
Last Vespers: Sunday, June 15, 1930.
Second Commencement: Wednesday, June 18, 1930.

Sarah Bates Lawrence

Sarah bates was born of the finest American ancestry. She was one of a large and interesting family which was knit together with closest ties. The Bates and Lawrence families were neighbors in Monroe, Michigan, where Sarah and William were schoolmates in the little red schoolhouse on the hill, to which they trudged twice daily. It was after settling in business in Canada that Mr. Lawrence returned to his home town to win Sarah Bates, in his memory, the "little girl always fresh and pure as a rose, modest and sweet." She was just twenty-one when they were married and went to Montreal to live, not settling in New York until twenty-five years later.

Personally she was radiantly lovely, handsome in bearing and character. The college is fortunate in having loaned to it a portrait of Mrs. Lawrence painted by Violet Oakley many years before the accompanying photograph was taken. This portrait shows a slender and elegant woman with graying black hair curling against an exquisite skin, a mouth both tender and humorous and eyes at the same time confiding and challenging.

She was socially gracious, full of charm and of strong principles. She was a woman to whom people in all walks of life turned for guidance and comfort, sure of her interest and just and kindly dealing. She gave of herself and of her income generously to help humanity as is evidenced by her work as President of the Woman's Exchange, which prospered well under her influence. Her last philanthropic work was for a southern Negro School. To quote from their memorial to her: "We are only a few who were touched by her divine unselfish-

Sarah Bates Lawrence

ness, but we know we are better and stronger because she passed our way, lingered and smiled upon us." She was never idle—never without work in her hands, possibly a trait left from the early days when her economy, patience and management helped her husband lay the basis of the fortune a part of which created Sarah Lawrence College.

She traveled widely and was well versed in current literature and in political affairs of her time, never failing to cast her vote when women were allowed such a privilege. Always a church woman, she made a habit of church attendance and church work, and was never quite without the sense of obligation to lead an exemplary life for the sake of the children and grandchildren.

Her period of formal education was not long, though she attended a female seminary where she produced for graduation a dissertation on a Latin theme. She was ever frank and independent in the expression of her views, but without arousing antagonism in her associates.

In the eyes of Mr. Lawrence, the sort of education which she exemplified was greatly superior to that which he saw being given in the merely formal and abstract aspects of higher education, and he desired to found a college to bear her name and perpetuate the memory of the sort of woman she was. Wisdom she had, and understanding, and her college will not do her proper honor unless it unites the two in the minds and hearts of its students.

William Van Duzer Lawrence

William Van Duzer Lawrence

William van duzer lawrence was born near Elmira, N. Y., on February 12, 1842. On his father's side he was a direct descendant in the seventh generation from the original William Lawrence who came to America and settled at Flushing, Long Island, in 1638. On his mother's side, he came of old Dutch stock, the Van Duzer family being identified for many years with Orange County and the Hudson Valley section. His boyhood was spent in Michigan, where he was educated. At the age of nineteen he came to New York and became engaged in the drug manufacturing trade. Five years later, he went to Canada where he established and became president of the Davis & Lawrence Company, manufacturing chemists. He was also founder of the Fellows Medical Manufacturing Company of New York.

Thirty-five years ago, after having concluded large business undertakings, he became interested in Bronxville because of the natural beauty of the country round about and its accessibility to New York City. He purchased a farm of about 100 acres near the railroad station, and with this nucleus he started the community of comfortable homes as it exists today. His first step was to invite a group of men and women, prominent in the world of arts and letters, to settle here—a congenial circle which gave rare quality to the town from its beginning. Gradually he added building after building, each having architectural distinction, and each placed with peculiar fitness in its environment. From the Hotel Gramatan on the summit

of the hill, to the smallest cottage in the valley, the village was developed according to a harmonious plan. In the midst of the town he established his own home—Westlands. His next big project was the building of the Lawrence Hospital which he erected and endowed at a total cost of $400,000 in 1906. During the same year he helped to build the Bronxville village hall and donated it to the village. He also built a home at Daytona, Florida, where he spent the winters, and where Mrs. Lawrence was much interested in local educational work. Before building Westlands, he had a New York home at Fifth Avenue and Seventy-eighth Street. With characteristic energy he became identified with the life and development of Daytona Beach. At over eighty years of age, he built the Osceola-Gramatan Hotel and at the time of his death he also owned the Prince George Hotel of that city.

About a decade ago, he conceived a plan for a new type of women's college—one where beauty should be the dominant note. He had planned to provide for such a college in his will, leaving it as his last gift to the community so well beloved by him. But after the death of his wife in May, 1926, he determined to start the college immediately as a memorial to her. During the year in which he survived her, he gave himself unsparingly to the founding of this college in her name. He had had several conversations with President MacCracken of Vassar College and had been impressed with Dr. MacCracken's grasp of present day problems. Accordingly, Mr. Lawrence turned to President MacCracken for aid in launching the new college and from him gained the idea of founding a *Junior College*. Mr. Lawrence, also, felt that the period of formal

education was sometimes needlessly prolonged, and that the basis of a liberal education could be secured in two years if the student applied herself to the task with energy and interest, and if the teaching she received was of the best. In December, 1926, the Board of Regents of the State of New York granted the desired charter—the first of its kind in this state. Mr. Lawrence had already set architects to work on the preparation of plans for dormitories, a refectory and service building, an auditorium and student activities building. He went to Daytona for the winter, as usual, where he interested many people of note in his new college. On his return from the South in April, he was prepared to push the plans for building vigorously. And then, most unexpectedly at the end, he died—May 16, 1927.

Mr. Lawrence was a planner and a builder, a dreamer of dreams which he later had the power to see realized. In a volume of Reminiscences which he prepared for his family and intimate friends, he says on his eightieth birthday: "I find myself enjoying good health, still engaged in business. I find myself surrounded by my wife, children and grandchildren; still fond of travel and the society of friends, as well as the excitement of business. I have also all my faculties as in my younger days, except the sense of sight, which is slightly impaired but does not deprive me of still enjoying the beauties of nature and the cheerful faces of my friends and relatives."

A few years earlier (1913), he says: "My entire experience in life teaches me that he who would succeed in any walk of life must forego the pleasures and vanities of this world *and work*. I know if I have ever accomplished anything in the world it has been done in the privacy of my own office, or room

—by personal effort—not with the aid of society or others. It is a great error to think we must always have amusement or pleasure; our own success in life is greater value."

Few people have derived more enjoyment from their work than did Mr. Lawrence. The zest which he himself put into it was a great stimulus to those associated in it with him. At the same time, he retained to the end a courtesy and kindliness characteristic of the best in his generation. The loss to the student body of Sarah Lawrence College in never having known him is irreparable; but their college is established in the spirit and tradition which he desired for them.

Resident Students: 1928-1929

Abbott, Anne	Rochester, New York
Aldrich, Margaret	New York City
Alverson, Catherine	Buffalo, New York
Amerman, Margaret Ellen	Scranton, Pennsylvania
Bailey, Alberta	Cleveland, Ohio
Bailey, Elizabeth	Cleveland, Ohio
Baker, Marion	Providence, Rhode Island
Banks, Adelaide	Trenton, New Jersey
Barclay, Mary E.	Louisville, Kentucky
Bardwell, Beatrice Pillsbury	Pittsfield, Massachusetts
Bean, Mary Wardwell	Turners Falls, Massachusetts
Bettle, Nancy	Providence, Rhode Island
Birge, Caroline Maxwell	Buffalo, New York
Blanke, Barbara	Greenwich, Connecticut
Bosch, Virginia	Chicago, Illinois
Burdett, Elaine	Woburn, Massachusetts
Burritt, Lucy Elizabeth	Auburn, New York
Burton, Catherine	Stockton, California
Bush, Ruth Emeline	Chicago, Illinois
Button, Herrika	New York City
Buzzell, Rosamond	East Orange, New Jersey
Carrington, Mary Oakes	East Orange, New Jersey
Catlin, Catherine	Topeka, Kansas
Childs, Sarah P.	Englewood, New Jersey
Coates, Dorothy	Cleveland, Ohio
Coffin, Carolyn	Detroit, Michigan
Collie, Sarah Munro	Schenectady, New York
Collord, Dorothy	Buffalo, New York
Cook, Mary Bates	Evanston, Illinois
Cooke, Evelyn H.	Detroit, Michigan
Crawford, Edith	South Orange, New Jersey

Crowell, Lotta	Waban, Massachusetts
Cuzzi, Frances	Mount Vernon, New York
Danner, Helen Burford	Indianapolis, Indiana
Davidson, Virginia	New York City
Davis, Alice	Detroit, Michigan
Davis, Catherine	Jamestown, New York
Davis, Gertrude Ellen Jane	Chicago, Illinois
Davis, Virginia May	University City, Missouri
Day, Elizabeth	Schenectady, New York
Dearholt, Dorothy	Milwaukee, Wisconsin
Dennison, Dorothy	Point Loma, California
Diack, Marion	New York City
Dreier, Dorothea	Brooklyn, New York
Dunham, Dorothy	Evanston, Illinois
Earp, Imogen	New York City
Edwards, Susan Elizabeth	Jacksonville, Florida
Farmer, Annette	Montclair, New Jersey
Fell, Margaret H.	Cincinnati, Ohio
Fenner, Harriet C.	Evanston, Illinois
Finch, Alice	Birmingham, Alabama
Finn, Jane Louise	Chicago, Illinois
Fischer, Florence L.	Seattle, Washington
Flower, Elizabeth	Kansas City, Missouri
French, Ruth Joy	Rome, New York
Gallagher, Sarah	Cleveland, Ohio
Gennett, Madeleine	Cape Elizabeth, Maine
Garrison, Lydia	West Orange, New Jersey
Gibbons, Jean Curtiss	Greenwich, Connecticut
Gilmer, Edna Daffon	Houston, Texas
Graham, Jane Emily	Kansas City, Missouri
Green, Eleanor	Portage, Wisconsin
Green, Emma Blakeman	Rockford, Illinois
Groesbeck, Edith	Schenectady, New York

Hamilton, Virginia	Bronxville, New York
Harvey, Ruth Louise	Ridgewood, New Jersey
Haselton, Barbara	Rome, New York
Henry, Anna Lou	Indianapolis, Indiana
Hof, Lillian	Forest Hills, New York
Hogle, Mary Katherine	Salt Lake City, Utah
Hughes, Charlotte	Ridgewood, New Jersey
Hymers, Marian Elizabeth	Evanston, Illinois
Inglee, Jean	Dunellen, New Jersey
Jones, Constance L. B.	Providence, Rhode Island
Jones, Grace R.	Clayton, Missouri
Kasten, Gertrude	Milwaukee, Wisconsin
Keith, Fanny	Warrenton, Virginia
Kemp, Adele Marie	Cleveland, Ohio
Kidder, Louise	Winchester, Massachusetts
Ladd, Ruth	Buffalo, New York
Lauderdale, Alice	Houston, Texas
Laws, Florence	Memphis, Tennessee
Lewis, Jane Strother	Cincinnati, Ohio
Lord, Helen Katherine	Evanston, Illinois
Lower, Milly	Cleveland, Ohio
Lunn, Eleanor	Schenectady, New York
Lynds, Gertrude	Kansas City, Missouri
MacArthur, Marion E.	Sterling, Massachusetts
McArthur, Mary B.	Los Angeles, California
McCoy, Pauline	Wilmette, Illinois
McCreary, Grace	Belmont, Massachusetts
McCreery, Honour	Cornwall Ville, New York
McLaughlin, Marjorie	New York City
Magrane, Martha	New York City
Maier, Margaret	Princeton, New Jersey
Marston, Melissa	Wolverhampton, England
Maxwell, Lucy	Princeton, New Jersey

Miller, Dianthe	San Jose, California
Miller, Martha Jane	Detroit, Michigan
Milliken, Martha	New York City
Mitchell, Ruth Raymond	St. Paul, Minnesota
Mittlestaedt, Desiree	Ridgewood, New Jersey
Moraweck, Anita	Maplewood, New Jersey
Neilson, Britha	Maplewood, New Jersey
Nichols, Eleanor	Kansas City, Missouri
Nields, Ann	Wilmington, Delaware
O'Neil, Barbara	Cos Cob, Connecticut
Owen, Frances M.	Parkersburg, West Virginia
Parmelee, Mathilde	Paterson, New Jersey
Parsons, Barbara	New Britain, Connecticut
Patterson, Elizabeth	Richmond, Virginia
Pease, Mary	New Britain, Connecticut
Pope, Elizabeth Lee	Pontiac, Michigan
Potter, Martha Jane	Corning, New York
Pyle, Victoria	Wilmington, Delaware
Rawls, Dorothy	Tarrytown, New York
Rew, Elinor	Evanston, Illinois
Richardson, Ann	Pasadena, California
Ripley, Susan	Andover, Massachusetts
Robinson, Evangeline	Manchester, New Hampshire
Rogers, Louise	Hudson Falls, New York
Shannon, Constance	Dallas, Texas
Sherrard, Virginia	Pittsburgh, Pennsylvania
Shreve, Natalie	Schenectady, New York
Siedenburg, Louise Katherine	Greenwich, Connecticut
Smith, Charlotte	Greenwich, Connecticut
Smith, Evelyn Beryl	Rochester, New York
Smith, Frances	Newburyport, Massachusetts
Southworth, Marjorie	Pelham, New York
Stevens, Ann	Evanston, Illinois

Suender, Ann Jane	Frackville, Pennsylvania
Swift, Marthabelle	Mount Vernon, New York
Swift, Narcissa	Chicago, Illinois
Taylor, Dorothy Coates	Wellesley, Massachusetts
Ter Meulen, Yvonne	New York City
Terwilliger, Marion	Palo Alto, California
Vincent, Ellen	New York City
Ward, Beatrice	Greystone, Rhode Island
Ward, Elizabeth K.	Nyack, New York
Ward, Mary	Buffalo, New York
Ware, Alice	Boston, Massachusetts
Webb, Susanne	Montclair, New Jersey
Weisenburg, Constance	Paoli, Pennsylvania
Wheat, Helen	Albany, New York
Whitridge, Betty Steele	Columbus, Ohio
Whitten, Maria Frances	West Newton, Massachusetts
Wicks, Martha	Houston, Texas
Wight, Jean	Portland, Oregon
Wille, Jean	Lakewood, Ohio
Willett, Elizabeth	Chestnut Hill, Massachusetts
Wilmot, Ruth	Naugatuck, Connecticut
Wolf, Margaret	Philadelphia, Pennsylvania
Wolfe, Bernice	New Rochelle, New York
Wood, Dorothea	Schenectady, New York
Wormer, Mary Virginia	Grosse Pointe, Michigan
Wright, Gertrude C.	Buffalo, New York

Non-Resident Students: 1928-1929

Allin, Jane	Pelham, New York
Bremer, Virginia	Bronxville, New York
Clapp, Jane	Scarsdale, New York
Clarke, Dorothy	White Plains, New York
Clymer, Virginia	Forest Hills, Long Island

Dole, Dorothy	Scarsdale, New York
Drummond, Gertrude	Bronxville, New York
Eccles, Florence	Scarsdale, New York
Ehret, Dorothy	White Plains, New York
Gates, Mary Amanda	Pleasantville, New York
Graham, Margaret	Mount Vernon, New York
Graham, Virginia	Scarsdale, New York
Grant, Ruth	Mount Vernon, New York
Hanson, Dorothy	New Rochelle, New York
Hartwig, Elizabeth	Bronxville, New York
Hensle, Hazel	Mount Vernon, New York
Hitch, Sara	Bronxville, New York
Holland, Odile	Bronxville, New York
Hubbard, Elizabeth	White Plains, New York
Hubbard, Helen	White Plains, New York
Inman, Anita	Bronxville, New York
Ives, Alice	Mount Vernon, New York
Karsch, Frances	New York City
Lawrence, Kitty	Bronxville, New York
Manning, Elizabeth	Waterbury, Connecticut
Marcone, Anita	White Plains, New York
Marvin, Dorothy	Pelham, New York
Mercadante, Dorothy	Larchmont, New York
Muessel, Anne	Pelham Manor, New York
Platt, Eileen	Bronxville, New York
Reid, Margaret	Bronxville, New York
Riggs, Virginia	Bronxville, New York
Sanford, Elizabeth	Bronxville, New York
Smith, Doris	Bronxville, New York
Struckmann, Gladys	New Rochelle, New York
Zeidler, Ruth	Bronxville, New York

Special Students: 1928-1929

Abbott, Frances	Bronxville, New York
Bacon, Nancy	Bronxville, New York
Davis, Mary	Bronxville, New York
Evans, Jane	Bronxville, New York
Gladwin, Grace	Bronxville, New York
Hawkins, Elizabeth	Louisville, Kentucky
Kapp, Carolyn	Bronxville, New York
Lee, Angelica	Bronxville, New York
Lowry, Harriet	Montclair, New Jersey
Lumbard, Katherine	White Plains, New York
McConnell, Graham	Bronxville, New York
McConnell, Helen	Bronxville, New York
McConnell, Mary	Bronxville, New York
Murphy, Grace	Bronxville, New York
Nicholson, Evelyn	Mount Vernon, New York
Robertson, Mary W.	Scarsdale, New York
Sellars, Virginia	White Plains, New York
Skey, Louise	Bronxville, New York
Smith, MacDowell	Bronxville, New York
Steers, Charlotte	White Plains, New York
Tiedemann, Eleanore	White Plains, New York
Tompkins, Florence	Scarsdale, New York
Westall, Dorothy	White Plains, New York
Zahrn, Betty Jane	Mount Vernon, New York

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